Educational and Community Supports

Giving students the tools to reduce bullying behavior through the blending of school-wide positive behavior support, explicit instruction, and a redefinition of the bullying construct.

Bully Prevention

In Positive Behavior Support

for Middle Schools

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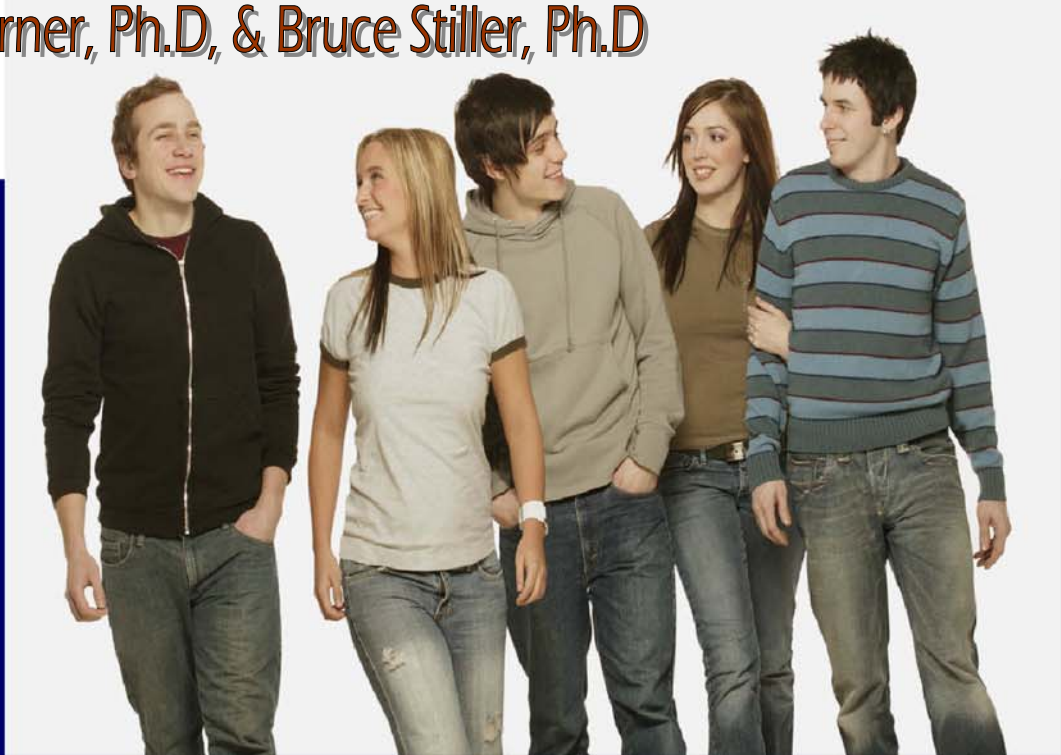


CONTENTS

ii. Before We Intervene ii-1

1. Student Curriculum (Part 1) 1-1
Objectives and Procedure *1-1*
Teaching the Social Responsibility Skills *1-3*

2. Student Curriculum (Part 2) 2-1
Responding to Stop/walk/talk *2-2*
Group Practice *2-2*

3. Gossip 3-1
Stop/walk/talk with gossip *3-2*
Group Practice *3-2*

4. Inappropriate Remarks 4-1
Stop/walk/talk with inappropriate remarks *4-2*
Group Practice *4-2*

5. Cyber Bullying 5-1
Stop/walk/talk with cyber bullying *5-2*
Group Practice *5-2*

6. Supervising Behavior 6-1
Introduction *6-1*
Reviewing the Social Responsibility Skills *6-2*
Checking in *6-4*
Rewarding Appropriate Behavior *6-4*
Responding to Reports of Problem Behavior *6-4*

7. Faculty Follow-up 7-1
Introduction *7-1*
BP-PBS effectiveness Survey *7-2*
Flow Chart for Decision Making *7-3*

8. Where BP-PBS Came From 8-1
The Impact of Bullying *8-2*
Current Interventions *8-2*
BP-PBS *8-4*
The Conceptual Framework Underlying BP-PBS *8-6*

9. Citations 9-1

Before We Intervene.....

Prior to implementing BP-PBS in your school, it is important to understand the signals and layout most ideal for your specific setting. By giving these issues adequate consideration, the program will have a higher likelihood of being embraced by the students and staff.

The Stop Signal

As discussed, Bully Prevention in Positive Behavior Support describes a 3 step response to problem behavior, including "Stop", "Walk", and "Talk. This terminology is adequate for most settings, but for some (particularly older students), this language may seem childish or "uncool". Therefore, the language used for each of the three steps should be discussed prior to program implementation. Older students may wish to vote on the signals or staff may decide what signals will work best for their school, but two critical elements must be kept in mind. First, the signals must be short, easy to remember, and easy to produce. Complicated signals will only reduce the amount they are used. Second, whatever signal your school decides on, the ENTIRE school must implement it. Different classrooms or grades must not have their own signal. Doing so will eliminate the clarity of the response sequence.

The following are examples of statements that may be used in the place of "stop":

"enough"

"time-out"

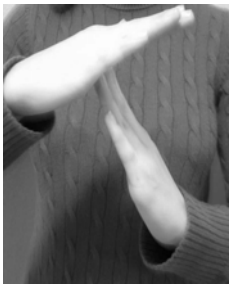
"quit-it"

"overboard"

"too far"

"un-cool"

The hand signal that accompanies the "stop" command should also be discussed, and might include:



Curriculum Delivery Layout

In addition to the specified language, it is important to understand how Bully Prevention in Positive Behavior Support can be taught most effectively. For this purpose, the program has been broken into 6 lessons. Lesson 1 includes most of the curriculum components including the stop/walk,/talk response, and also includes a good deal of class-wide practice. This lesson is the longest of the 6 and takes approximately 50 minutes to complete. The second lesson, ideally delivered on the following day, only takes 30 minutes, and includes how to reply when someone delivers the stop/walk/talk response to you, and also includes some essential group practice.

The following 4 sections of the manual cover specific examples of how to use the stop/walk/talk response appropriately, and should be delivered for 10-15 minutes one or two times a week. More specifically, following 3 sections involve practice around how to respond to gossip, inappropriate remarks, and cyber-bullying. The 4th is a generic practice lesson for use with other specific problem behaviors that may surface at your school.

Section 6 is the supervision curriculum. This section clarifies how supervision should be conducted in unstructured settings such as the cafeteria, gym, hallways, and playground. Delivered in each applicable setting, this practice involves reviewing how to respond to reports of problem behavior, how to reinforce appropriate use of stop/walk/talk, and how to check in with chronic targets and instigators. This is a critical part of BP-PBS as supervisors play an enormous role in the generalization of lessons learned inside the classroom. If we fail to respond to reports of problem behavior outside the classroom appropriately, the likelihood that children will use the program components will drop significantly.

Section 7, the faculty follow-up, is an opportunity to check how the program is working. Based on the responses to a small survey, changes can be made in how the program is implemented.

Finally, section 8 includes all the citations used throughout the manual as well as resources applicable to the effective and efficient use of the program.

Bully Prevention

In Positive Behavior Support

Student Curriculum (Part 1)

Time:
50 minutes

Bully Prevention Introduction

Objectives:

Establish rules and expectations for group discussions
Teach 3-5 school-wide rules for outside the classroom
Teach Social Responsibility Skills (Stop/Walk/Talk)
Practice

Procedure:

I. Establish rules for instruction based on 3-5 school-wide positively stated rules

Examples might include:

- Be Safe - Keep hands and feet to self during lesson
- Be Respectful - One person speaks at a time
- Be Responsible - Use what you learn!

II. Discuss what school-wide rules look like outside the classroom

Examples might include:

- Saying nice things to other students
- Walking in hallways or the cafeteria
- Keeping your hands and your feet to yourself

Notes:_____

III. Discuss examples of not following school-wide rules in specific settings

Examples might include:

- Running in the Hallways or Cafeteria
- Throwing objects at another student
- Hitting, kicking, or restricting another's movement
- Talking behind someone's back
- Threatening another student
- While playing basketball, 4-square, or kickball
- Calling someone names

IV. Discuss why kids exhibit problem behavior outside the classroom

The candle under a glass cup

Materials Needed:

Small candle
Clear glass cup that can fit over the top of the candle
Matches or lighter

Procedure:

1. Compare fire and problem behavior with the class (Light the candle)
   - Both can be bright and both can hurt
2. Explain how problem behavior needs *peer attention* to keep going just like a candle needs *oxygen* to stay lit.
3. Discuss the many forms of *peer attention*
   - Arguing with someone that teases you
   - Laughing at someone being picked on
   - Watching problem behavior and doing nothing about it.
4. Explain how taking away peer attention is like taking the oxygen away from a candle (cover the lit candle with the clear glass cup, and watch as the flame slowly dies out).
5. Students can take away the peer attention that keeps problem behavior going by:
   - Telling someone teasing you to "stop"
   - Walking away from problem behavior
   - Helping another student by saying "stop" or by walking away from problem behavior with them.
   - Telling an adult

Notes:_____

V. Teach Social Responsibility Skills (Stop/Walk/Talk)

Describe the 3 steps for responding to problem behavior

Notes:

Be sure to practice each step with the students and ensure that they are fluent. This should include at least 3 correct examples and at least 2 non-examples (When not to use the 3-step response)

1. The Stop Signal

- Teach students the school-wide "stop signal" (verbal and physical action) for problem behavior.
- Model the use of the stop signal when they experience problem behavior ***or*** when they see another student experiencing problem behavior
- Practice the Stop Signal, calling volunteers to the front of the class.
  - **Include at least 3 examples of the right time to use the stop signal**

Positive examples of when to use the stop signal might include:

- Johnny pokes Sally in the back over and over while in line
- Susie teases Sally and calls her a derogatory name
- Joey tackles Sam while playing two-hand touch football
- Sam steals the ball away from Fred when they are not playing a game that involves stealing.

  - **Include at least 1-2 examples of when not to use the stop signal**

Negative examples: when not to use the stop signal

- Johnny accidentally breaks the double-dribble rule in basketball
- Kelly makes a suggestion for a game that Fred does not like
- Sam steals the ball away from Fred when they are playing basketball: a game where stealing is appropriate
- Sally continues to poke Susie in line, even after Susie has delivered the stop signal

2. Walk Away

Sometimes, even when students tell others to "stop", problem behavior will continue. When this happens, students are to "walk away" from the problem behavior.

- Model "walking away" when students experience continued problem behavior ***or*** when they see another student experiencing continued problem behavior
  - **Remind students that walking away removes the reinforcement for problem behavior**
  - **Teach students to encourage one another when they use the appropriate response**

- Practice "walking away" with student volunteers at the front of the class
  - **Include at least 3 examples of how to "walk away" and at least one example of when not to.**

3. Talk: report problems to an adult

Teach students that even when they use "stop" and they "walk away" from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should "talk" to an adult

- Model the "talk" technique students should use when they experience continued problem behavior ***or*** when they see another student experiencing continued problem behavior

Be sure to discuss the line between "talking" and tattling.

- "Talking" is when you have tried to solve the problem yourself, and have used the "stop" and "walk" steps first:
  Did you request "stop"?
  Did you "walk away"?
- Tattling is when you do not use the "stop" and "walk away" steps before "talking" to an adult
- Tattling is when your goal is to get the other person in trouble

Notes:_____

Notes:

Important Note:

If any student is in danger, the "stop" and "walk away" steps should be skipped, and the incident should be reported immediately.

- Describe to students how they should expect adults to respond to "Talk"
  1. **Adults will ask you what the problem is**
  2. **They will ask if you said "stop"**
  3. **They will ask if you "walked away" calmly**

- Practice "talk" with student volunteers at the front of the class
  - **Again, be sure to include at least 3 examples of how to "talk" and at least one example of when not to "talk"**

4. Review Stop/Walk/Talk

- Test students orally on how they should respond to various situations that involve problem behavior

Include questions that involve each possible scenario:

- Using "Stop", "Walk", and "Talk"
- Responding to "Stop", "Walk", and "Talk"

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Student Curriculum

Time:

30 minute lesson to be conducted on the day after lesson 1

Objectives:

Review the Social Responsibility Skills (Stop/Walk/Talk)
Teach students how to reply when someone uses Stop/Walk/Talk
Group Practice

Procedure:

Review rules for instruction based on 3-5 school-wide positively stated rules

Examples might include:

- Be Safe - Keep hands and feet to self
- Be Respectful - When giving examples of things that have happened to you, rather than saying the names of others, say, "Someone I know…"
- Be Responsible - Practice what you learn when you are outside the classroom

Review what school-wide rules look like outside the classroom

Examples might include:

- Saying only nice things about other people
- Following the rules of the game you are playing
- Waiting your turn

Notes:_____

Notes:_____

Review the Social Responsibility Skills (Stop/Walk/Talk)

Discuss the 3 steps for responding to problem behavior

- Review the school-wide Stop/Walk/Talk signals (verbal and physical action) to be used when students experience problem behavior ***or*** when they see another student experiencing problem behavior

  - **Remind students that Stop/Walk/Talk removes the reinforcement for problem behavior**
  - **Teach students to encourage one another when they use the appropriate response**

Responding to Stop/Walk/Talk

Teach students that at some point the stop/walk/talk procedure will be used with EVERY student and it is important to respond appropriately, even if you don't agree.

- Model how to respond if someone else uses "stop", "walk", or "talk"

  1. **Stop what you are doing**
  2. **Take a deep breath and count to 3**
  3. **Go on with your day**

Good examples of responding to stop/walk/talk should include

- Responding appropriately even when you don't think you did anything wrong
- Responding appropriately even if you think the other student is just trying to get you in trouble

Group Practice

Break up the class into groups of 2

- Instruct the students to practice the "stop" signal, as well as how to reply to someone else using the "stop" signal with you.

- **Students should take turns being the target and the instigator of problem behavior**
- **Students should first practice a given problem behavior scenario**
- **Once students have completed the first practice, they may be allowed to practice a scenario that they have personally encountered.**

Some possible scenarios that can be practiced:

- Johnny says something rude to Sally
- Joey steals the ball that Sam is playing with

◎ After 5 minutes, bring class back together and discuss questions of comments that arose during practice

Group Practice (Part 2)

◎ Briefly remind students how they should expect adults to respond when problem behavior is reported.

When students report problem behavior to an adult:

1. Adults will thank you for coming to them
2. They will ask you what the problem is
3. They will ask if you said "stop"
4. They will ask if you "walked away" calmly
5. They will practice Stop/Walk/Talk

Separate the class again, this time into groups of 4 with 1 person in each group acting as, a target of problem behavior, an instigator of problem behavior, a bystander, and a playground supervisor.

◎ Instruct the students to practice the entire Stop/Walk/Talk sequence, how to reply when someone else uses the "stop" signal with you, and how adults will respond to reports of problem behavior.

- **Students should take turns being each of the roles**
- **Once students have completed a given practice scenario, then they may be allowed to practice a scenario that they have personally encountered.**

Notes:

Review Stop/Walk/Talk

- Finally, Test students orally on how they should respond to various situations that involve problem behavior
- Reward Students for Appropriate Behavior

Include questions that involve each possible scenario:

- Using "Stop", "Walk", and "Talk"
- Responding to "Stop", "Walk", and "Talk"

Notes:

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In Positive Behavior Support

Student Curriculum – Gossip

Time:
20 minute lesson

Objectives:

Review the Social Responsibility Skills (Stop/Walk/Talk)
Using Stop/Walk/Talk with Gossip
Group Practice

Procedure:

Review rules for instruction based on 3-5 school-wide positively stated rules

Examples might include:

- Be Safe - Keep hands and feet to self
- Be Respectful - When giving examples of things that have happened to you, rather than saying the names of others, say, "Someone I know…"
- Be Responsible - Practice what you learn when you are outside the classroom

Discuss what school-wide rules have to do with gossip

- Being Respectful means saying only nice things about other students
- Being Kind means encouraging others and making them feel good even when they are not present.

Notes:_____

Notes:

Examples of NOT being respectful or kind to other students

- Telling a negative story about someone else, regardless of whether it is true or not.
- Sharing secrets that someone told you
- Blaming negative behavior on someone else

Review the Social Responsibility Skills (Stop/Walk/Talk)

Discuss the 3 steps for responding to gossip

- Review the school-wide Stop/Walk/Talk signals (verbal and physical action) to be used when students hear something not kind or respectful about another student.
  - **How can Stop/Walk/Talk be used when someone says something disrespectful about another student?**
  - **Often, the target of gossip will not hear the negative remark, so it is important for others that DO hear the remark to say "stop".**
  - **Sometimes this means saying stop to your friends, which can be very difficult to do.**

Group Practice

Break up the class into pairs including a bystander and an instigator.

- Instruct the students to practice using the "stop" signal and the reply to "stop" when someone says something unkind or disrespectful about another student.
  - **Students should first practice an instructed scenario prior to trying a scenario they have encountered.**

Group Practice (Part 2)

- After 5 minutes of practicing in pairs, bring the class back together and discuss questions and comments that arose during practice

Next, separate class into groups of 3, with 1 person in each group acting as a playground supervisor, an instigator of gossip, and a bystander.

- Instruct the students to practice the entire Stop/Walk/Talk sequence to be used with gossip, how to reply when someone uses the "stop" signal with you, and how adults will respond to reports of gossip.

When students report gossip to an adult:

1. Adults will thank you for coming to them
2. They will ask you what the problem is
3. They will ask if you said "stop"
4. They will ask if you "walked away" calmly
5. They will practice Stop/Walk/Talk

- **Students should take turns being each of the roles**
- **Once students have completed an instructed practice scenario, then they may be allowed to practice a scenario that they have personally encountered.**

Review Stop/Walk/Talk with Gossip

- Test students orally on how they should respond to various situations that involve gossip
- Reward Students for their participation and Appropriate Behavior

Include questions that involve each possible scenario:

- Using "Stop", "Walk", and "Talk"
- Responding to "Stop", "Walk", and "Talk"

Notes:_____

Bully Prevention

In Positive Behavior Support

Student Curriculum – Inappropriate Remarks

Time:
20 minute lesson

Objectives:

Review the Social Responsibility Skills (Stop/Walk/Talk)
Using Stop/Walk/Talk with Inappropriate remarks
Group Practice

Procedure:

Review rules for instruction based on 3-5 school-wide positively stated rules

Examples might include:

- Be Safe - Keep hands and feet to self
- Be Kind - When giving examples of things that have happened to you, rather than saying the names of others, say, "Someone I know…"
- Be Responsible - Practice what you learn when you are outside the classroom

Discuss what school-wide rules have to do with inappropriate remarks

- Being Respectful means saying only nice things about other students
- Being Kind means encouraging others and making them feel good.

Notes:_____

Inappropriate Remarks

4

Notes:_____

Examples of NOT being respectful or kind to other students

- Calling someone "gay" in an effort to put them down.
- Calling someone "girly" in an effort to put them down.
- Calling someone "retarded in an effort to put them down.

Any time we use one of these terms to put someone down, not only are we being unkind to that person, we are also connecting a negative connotation to the word we use, which is very disrespectful to women, people with mental retardation, and people who are gay.

Review the Social Responsibility Skills (Stop/Walk/Talk)

Discuss the 3 steps for responding to problem behavior

- Review the school-wide Stop/Walk/Talk signals (verbal and physical action) to be used when students say something inappropriate about another student.
  - **How can Stop/Walk/Talk be used when someone uses an inappropriate remark**
  - **Often, those that use inappropriate remarks do not recognize that they are being disrespectful.**
  - **Sometimes this means discussing why certain terms are inappropriate**

Group Practice

Break the class up into groups of 2

- Instruct the students to practice using the "stop" signal and the reply to "stop" when someone says something inappropriate
  - **Students should first practice an instructed scenario prior to trying a scenario they have encountered.**

Notes:

Examples of replying to stop/walk/talk should include

- Responding appropriately even when you don't think you did anything wrong
- Responding appropriately even if you think the other student is just trying to get you in trouble

Group Practice (Part 2)

- After 5 minutes of practicing in pairs, bring the class back together and discuss questions and comments that arose during practice

Next, separate class into groups of 4, with 1 person in each group acting as a playground supervisor, a target of an inappropriate remark, an instigator, and a bystander.

- Instruct the students to practice the entire Stop/Walk/Talk sequence, how to reply when someone uses the "stop" signal with you, and how adults will respond to reports of inappropriate remarks.

When students report gossip to an adult:

1. Adults will thank you for coming to them
2. They will ask you what the problem is
3. They will ask if you said "stop"
4. They will ask if you "walked away" calmly
5. They will practice Stop/Walk/Talk

- **Once students have completed an instructed practice scenario, then they may be allowed to practice a scenario that they have personally encountered.**

Review Stop/Walk/Talk

- Test students orally on how they should respond to various situations that involve inappropriate remarks
- Reward Students for their participation.

Bully Prevention

In Positive Behavior Support

Student Curriculum – Cyber-Bullying

Time:
20 minute lesson

Objectives:

Review the Social Responsibility Skills (Stop/Walk/Talk)
Using Stop/Walk/Talk with Cyber-Bullying
Group Practice

Procedure:

Review rules for instruction based on 3-5 school-wide positively stated rules

Examples might include:

- Be Safe - Keep hands and feet to self
- Be Respectful - When giving examples of things that have happened to you, rather than saying the names of others, say, "Someone I know…"
- Be Responsible - Practice what you learn when you are outside the classroom

Discuss what school-wide rules have to do with text messaging, emails, and other digital technologies

- Being Kind and Respectful means saying only nice things about other students, in your words as well as in your use of digital media.

Notes:_____

Notes:

Examples of NOT being respectful or kind to other students

- Repeatedly sending offensive, rude, or insulting emails and text messages
- Posting cruel gossip or rumors about a person to damage his or her reputation or friendships
- Sharing someone's secrets online

Review the Social Responsibility Skills (Stop/Walk/Talk)

Discuss the 3 steps for responding to Cyber-Bullying

- Review the school-wide Stop/Walk/Talk signals (verbal and physical action) to be used when students use technology to be disrespectful to other students.
  - **How can Stop/Walk/Talk be used when someone uses technology to be disrespectful or unkind to others?**
  - **Here, walking away may not be feasible, in which case, skipping to the talk step would be an appropriate response.**

Group Practice

Break the class up into groups of 2, and have the students pass a piece of paper back and forth to one another, simulating digital media.

- Instruct the students to practice using a "stop" signal when someone does something disrespectful using digital media. Also, students should practice how to respond when someone delivers a "stop" response to them.

Examples of replying to stop/walk/talk should include

- Responding appropriately even when you don't think you did anything wrong
- Responding appropriately even if you think the other student is just trying to get you in trouble

Group Practice (Part 2)

- After 5 minutes of practicing in pairs, bring the class back together and discuss questions and comments that arose during practice

Next, separate class into groups of 4, with 1 person in each group acting as a supervisor, a target of cyber-bullying, an instigator, and a bystander. Here, have the students pass a piece of paper back and forth to simulate digital media messages.

- Instruct the students to practice the entire Stop/Walk/Talk sequence, how to reply when someone uses the "stop" signal with you, and how adults will respond to reports of Cyber-Bullying

When students report Cyber-Bullying to an adult:

1. Adults will thank you for coming to them
2. They will ask you what the problem is
3. They will ask if you said "stop"
4. They will practice Stop/Walk/Talk

- **Once students have completed an instructed practice scenario, then they may be allowed to practice a scenario that they have personally encountered.**

Review Stop/Walk/Talk with Cyber-Bullying

- Test students orally on how they should respond to various situations that involve Cyber-Bullying

- Reward Students for their participation and Appropriate Behavior

Notes:_____

Bully Prevention

In Positive Behavior Support

Supervising Behavior

Objectives:

Pre-Correction
Rewarding use of the 3 step response
Responding to Reports of Problem Behavior

Introduction

How supervisors respond to problem behavior can make or break the results of the Bully Prevention in Positive Behavior Support program. Because their role is so important, a separate, specific time is allotted for practice in the settings where bullying occurs: the cafeteria, hallways, gym, playground, etc. During this time, supervisors practice (a) pre-correcting students before incidents occur, (b) frequently reward students for their use of the curriculum components, and (c) consistently responding to reports of problem behavior. As generalization is a major concern, it is critical that supervisors be prepared to reward students the first time they use one of the BP-PBS strategies. In addition, during the practice session, the supervisors should walk around in each setting, discussing how they will pre-correct, reward appropriate behavior, and respond to problematic behavior. The supervisor practice session should ideally take place prior to teaching the student curriculum so that they are prepared for the first time that students use what they have learned.

Notes:_____

Notes:

The Social Responsibility Skills (Stop/Walk/Talk)

It is very important that all staff are fluent with the 3 step response. Practice should include at least 3 correct examples and at least 2 non-examples (When not to use the 3-step response)

The Stop Signal

- How the stop signal should look and sound
  - Firm hand signal
  - Eye contact
  - Clear voice
- Practice modeling the stop signal for students that experience problem behavior ***or*** when they see other students experiencing problem behavior

Walk Away

Sometimes, even when students tell others to "stop", problem behavior will continue. When this happens, students are to "walk away" from the problem behavior.

- Practice modeling "walking away" when students experience continued problem behavior ***or*** when they see another student experiencing continued problem behavior
  - **Staff should remind students that walking away removes the reinforcement for problem behavior**
  - **Teach students to encourage one another when they use the appropriate response**

Talk: report problem to an adult

Even when students use "stop" and they "walk away" from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should "talk" to an adult.

- Practice modeling the "talk" technique students should use when they experience continued problem behavior *or* when they see another student experiencing continued problem behavior

Be sure to understand the line between "talking" and tattling.

- "Talking" is when you have tried to solve the problem yourself, and have used the "stop" and "walk" steps first:
  Did you request "stop"?
  Did you "walk away"?
- Tattling is when you do not use the "stop" and "walk away" steps before "talking" to an adult
- Tattling is when your goal is to get the other person in trouble

- Note that if any student is in danger, the "stop" and "walk away" steps should be skipped, and telling an adult should happen immediately

Responding to Stop/Walk/Talk

At some point the stop/walk/talk procedure will be used with every student and it is important for them to respond appropriately, even if they don't agree with why the student is saying stop, walking away, or telling an adult..

- Practice modeling how to respond if someone else uses "stop", "walk", or "talk"

1. Stop what you are doing
2. Take a deep breath and count to 3
3. Go on with your day

Good examples of responding to stop/walk/talk should include

- Responding appropriately even when you don't think you did anything wrong
- Responding appropriately even if you think the other student is just trying to get you in trouble

Notes:

Checking In

In addition to understanding and teaching the appropriate response to problem behavior, it is important to remind some students about how they should respond, either when they exhibit problem behavior, or when problem behavior is exhibited toward them.

- For chronic victims of problem behavior

  1. At the beginning of non-classroom times (morning break, recess, etc.), check in with the student and remind them about how to respond to problem behavior.
  2. At the end of non-classroom times, check in again, ask about how it went, and reward them for their efforts.

- For chronic perpetrators of problem behavior

  1. At the beginning of non-classroom times, check in with the student and remind them about how to respond if another student tells them to stop, or walks away.
  2. At the end of non-classroom times, check in again, ask about how it went, and reward them for their efforts.

Rewarding Appropriate Behavior

Effective Generalization Requires the prompt reinforcement of appropriate behavior after the FIRST time it is attempted

1. Look for students that use the 3 step response appropriately and reward
2. Students that struggle with problem behavior (either as victim or perpetrator) are less likely to attempt new approaches.
3. Reward them for efforts in the right direction.

Responding to Reports of Problem Behavior

When any problem behavior is reported, follow this specific response:

- Reinforce the student for reporting the problem behavior (i.e. "I'm glad you told me.")

Notes:

- Ask who, what, when and where.

- Ensure the student's safety.
  - Is the bullying still happening?
  - Is the reporting student at risk?
  - Fear of revenge?
  - What does the student need to feel safe?
  - What is the severity of the situation

- "Did you tell the student to stop?" (If yes, praise the student for using an appropriate response)

- "Did you walk away from the problem behavior?" (If yes, praise student for using appropriate response)

When the Student Does it Right...

Adults initiate the following interaction with the Perpetrator:

- Reinforce the student for discussing the problem behavior (i.e. "Thanks for talking to me.")

- "Did _____ tell you to stop?"
  - If yes: "How did you respond?"
  - If no: Practice the 3 step response.

- "Did _____ walk away?"
  - If yes: "How did you respond?"
  - If no: Practice the 3 step response.

- Practice the 3 step response.
  - The amount of practice depends on the severity and frequency of problem behavior

Notes:_____

Bully Prevention

In Positive Behavior Support

Faculty Follow-up

Objectives:

Introduction
BP-PBS effectiveness survey
BP-PBS decision making flow chart

Introduction

No intervention is perfect, so it is critical that ongoing evaluations are conducted to determine the effectiveness of the intervention. Doing so provides for program adaptation and valued decision making, which can greatly improve potential student and staff outcomes. Within the faculty follow-up section, the BP-PBS program provides both a staff survey as well as a decision making flow chart. The staff survey can be filled out on a weekly, monthly, or even semiannual basis by the entire staff or by the PBS team, depending on the needs of the school and the concerns about problem behavior outside the classroom. The survey is simple to complete, including only 6 questions to be answered on a 1 to 5 scale. In addition, each question is directly related to the decision making flow chart. The flow chart points out adaptations that can be made in the program based on the answers that are given on the survey. Again, very simple to follow, the flow chart can assist in meaningful decisions that greatly impact the outcomes of the BP-PBS program.

Notes:_____

Bully Prevention

In Positive Behavior Support

Faculty Follow-up Survey

1. Are students able to identify our school-wide expectations?

No				Yes
1	2	3	4	5

2. Do students use the BP-PBS "stop" signal when appropriate?

No				Yes
1	2	3	4	5

3. Do faculty use the BP-PBS "pre-correct" routine when appropriate?

No				Yes
1	2	3	4	5

4. Do faculty use the BP-PBS "review" routine when appropriate?

No				Yes
1	2	3	4	5

5. To what extent do students perceive our school as a safe setting?

Not Safe				Very Safe
1	2	3	4	5

6. Has there been a decrease in aggression since we instituted BP-PBS?

No Decrease				Big Decrease
1	2	3	4	5

Bully Prevention

In Positive Behavior Support

Decision Making Flowchart

Questions:	Responses
Do Students know the School-wide Expectations and the "stop" signal?	No → Re-teach School-wide expectations and the "stop" signal.
Yes ↓	
Do faculty/staff use pre-correction strategy with students?	No → Review pre-correction strategy and reward staff for its implementation.
Yes ↓	
Do faculty/staff use the review routine when students report problem behavior?	No → Re-teach the review routine to staff and reward them for using it with students.
Yes ↓	
Are there specific settings where BP-PBS strategies are not used effectively?	No → Conduct Student Booster in applicable settings.
Yes ↓	
Do students "at risk" for aggression behave more appropriately?	No → These students may require more intense individual interventions and a Functional Behavior Assessment

Bully Prevention

In Positive Behavior Support

Introduction

Bullying has reached epidemic proportions in American schools. The National School Safety Center (NSSC) called bullying the most enduring and underrated problem in U.S. schools (Beale, 2001), and in a national survey, nearly 30 percent of students surveyed reported being involved in bullying as either a perpetrator or a victim (Nansel, et al., 2001; Swearer & Espelage, 2004). In an effort to respond to this epidemic, Bully Prevention in Positive Behavior Support was designed, blending school-wide positive behavior support, explicit instruction regarding a 3-step response to problem behavior, and a reconceptualization of the bullying construct. Bully-Prevention in Positive Behavior Support (BP-PBS) gives students the tools necessary to remove the social rewards maintaining inappropriate behavior, thereby decreasing the likelihood of problem behavior occurring in the future. BP-PBS not only decreases incidents of bullying behavior, but also increases appropriate recipient responses to bullying behavior and appropriate bystander responses to bullying behavior. In addition, because the program is designed to fit within a larger system of positive behavior support, it is far less resource intensive and far more likely to be implemented over consecutive years.

In an effort to evaluate the initial effectiveness of the BP-PBS curriculum, a pilot study was run in a nearby elementary school during the winter of 2007. Ten minute observations were conducted on three students as selected by the principal, along with a composite peer during lunch recess to evaluate the effectiveness of the program. Results indicated a significant reduction in problem behavior after the intervention was delivered (55-69% reduction). In addition, other students on the playground were significantly more likely to respond appropriately when they were bullied (see Appendix A, B, and C).

The Impact of Bullying

Victims and perpetrators of bullying are at risk for behavioral, emotional, and academic problems (Espelage & Swearer, 2003; Schwartz & Gorman, 2003) and are also at increased risk for depression, anxiety, loneliness, low self-esteem, and suicide (Baldry & Farrington, 1998). Over time, these children are more likely to skip and/or drop out of school (Berthold & Hoover, 2000; Neary & Joseph, 1994) and suffer from underachievement and sub-potential performance in employment settings (Carney & Merrell, 2001; NSSC, 1995). Bullies in particular are more likely to acquire increased numbers of criminal convictions and traffic violations than their less-aggressive peers (Roberts, 2000), and children who are both victims and perpetrators of bullying (bully/victims) are found to have significantly lower levels of social acceptance and self-esteem than children who are bullies or victims only (Andreou, 2000). The now infamous Columbine killings were perpetrated by young people thought to fit within this bully/victim category who believed they had a grievance against those who had treated them badly or had seemed to collude in their social ostracism (Rigby, 2006).

Current Interventions

Because of the detrimental effects, great attention in education has been directed toward "bullies" and the negative impact of their behavior on schools (Smokowski & Kopasz, 2005). Major concern about improving school safety has followed, with an onslaught of bully-prevention campaigns across the country. According to a national survey of state departments of education, 39 states inform educators, parents, and students about how to respond to bullying (Furlong & Morrison, 2000), and 23 states have passed anti-bullying laws including clear prohibitions on bullying and legislative findings of its deleterious effects on school environments (http://bullypolice.org). With this enhanced interest in stopping bullying has come a rapidly increasing number of intervention programs designed to reduce bullying in schools.

However, despite the overdue attention, there are indications that the movement is not making good progress. The U.S. Surgeon General's report on youth violence (U.S. Department of Health and Human Services, 2001) identified 29 best practices in youth violence prevention; the only bullying program to make the list was the Olweus Bullying Prevention Program (Olweus, Limber, & Mihalic, 1999), and it was listed as a "promising" rather than a "model" program. A more recent listing of 32

"effective programs" produced the same result; only the Olweus program made the list (Osher & Dwyer, 2006). Finally, a meta-analysis of bullying prevention programs conducted by Merrell, Gueldner, Ross, and Isava (in press) found that anti-bullying programs produced meaningful effects for only about one third of the outcome variables, with improved outcomes being noted mostly in indirect, knowledge based outcomes (i.e. knowledge of the prevention program lesson materials).

The Bullying Construct

Why then are there so few programs with documented effectiveness? One critical problem is the difficulty in conceptualizing and measuring bullying behavior (Griffin & Gross, 2004). Common definitions of "bullying" involve repeated acts of aggression, intimidation, or coercion against a victim who is weaker in terms of physical size, psychological/ social power, or other factors that result in a notable power differential (Carney & Merrell, 2001; Due, et al., 2005; Olweus, 1993; Smith & Ananiadou, 2003; Smith & Brain, 2000). The broad range of physical, verbal, and social behaviors, the intent to harm, the repetition of confrontation, and the imbalance of power between the perpetrator(s) and victim(s) are key features of bullying that make it extremely difficult to recognize and measure, forcing observers to judge not only intent, but the levels of power in each participant, and the number of times the behavior has occurred in the past. There is no doubt that an understanding and an appreciation of bullying has been aided by the development of these complex definitions, but they are clearly not ideal for assessing its prevalence nor developing effective interventions.

Program Maintenance

Another major issue in previously designed bullying prevention programs is the lack of program maintenance. Of the positive outcomes found in some interventions, few have been maintained even two years later. For example, an implementation of the Olweus Bullying Prevention Program in southeastern United States (Limber et al., 2004) produced significant reductions in self-report measures of peer victimization in boys, but 2 years later, differences from the baseline level of peer victimization were insignificant. Additionally, an analysis of results obtained in a study conducted in Rogaland, Norway indicated an actual increase in bullying behavior 3 years after the implementation of the Olweus program (Roland, 1993). Several reasons for these disappointing results exist. First, bullying programs often require large amounts of time and resources to implement, and schools are unable to

continue their focus on bullying when few positive outcomes are seen. Some have suggested that the close involvement and support of Olweus in the Norwegian anti-bullying program may have accounted for its relatively high level of effectiveness (Rigby, 2006).

Another evident problem is the lack of sustained school-wide systems for maintaining prevention efforts. Consistent findings across interventions suggest that bully prevention programs involving consistent, school-wide efforts along with the creation of pro-social atmospheres tend to be more effective than programs that implement at the classroom level only or address just the victims and/or bullies involved (Olweus, Limber, & Mihalic, 1999; Pepler et al., 1994).

Bystanders

With regard to involving more than just the victims and bullies in prevention efforts, research on the contextual process of bullying provides significant support for the inclusion of bystanders in bullying intervention efforts (O'Connell et al., 1999). Along with the victims of bullying, bystanders play an enormous role in acting to maintain bullying behavior by either responding positively (e.g. joining in, laughing) or simply standing and watching, rather than intervening to help the victim. Very few programs take this important process into account and it has been suggested that future research include teaching bystanders specific strategies to either remove themselves from the bullying vicinity in order to avoid inadvertently reinforcing the behavior, or to intervene on behalf of the victim (Hartung, & Scambler, 2006).

BP-PBS

In an effort to respond to the problems in bullying prevention, BP-PBS takes into account each of the issues discussed above in an effort to positively impact the effects of bullying on our schools and children.

With Regard to the Bullying Construct

The first step in developing an effective bully-proofing program is an evaluation of bullying behavior. Because of the problems evident in the definition of bullying, BP-PBS will focus on the improvement of behaviors that are specific, observable, and measurable. In addition, the definitions of these behaviors will not speculate on the intent of the behavior, the power of the individuals involved, or the frequency of its occurrence. Unfortunately, the definitions provided in BP-PBS will not fit into many

bullying categories as provided by past researchers and will likely be considered within a broader category of victimization - and rightly so. Victimization includes problem behavior regardless of a power differential and regardless of frequency. Therefore, single incidents of problem behavior between children of similar power will be responded to in an equal fashion. Reducing peer maintained problem behavior outside the classroom remains the goal of BP-PBS, and the reduction of "bullying" behaviors is a sub-set of this process.

With Regard to Program Maintenance

BP-PBS also takes into account the problems associated with inadequate maintenance of prevention programs. First of all, BP-PBS is an addition to the already research substantiated School-wide Positive Behavior Support (Hawkins, Catalano, & Kosterman, Abbott, & Hill, 1999; Metzler, Biglan, Rusby, & Sprague, 2001). The program requires only a small amount of additional resources from the school, making it far more likely to be implemented with fidelity and maintained over multiple years of implementation. In addition, schools will be required to first maintain effective school-wide systems to a criteria of at least 80% on the School-Wide Evaluation Tool (Todd, et. al, 2003), a tool designed to measure the use of school-wide positive behavior support systems. Having these systems in place will provide familiarization with positive behavior supports and empirically based instructional techniques, making effective and long-lasting program implementation more likely. Lastly, having effective school-wide positive behavior support practices in place will likely increase community buy-in, resources allocated to program implementation, and ongoing professional support.

With Regard to Bystanders

Finally, to decrease the frequency of problem behavior and prevent bullying, in addition to redefining bullying and ensuring program maintenance, we must analyze the causal variables that maintain the problem behavior. The events that serve to reinforce problem behavior - increasing the likelihood that it will occur again - will be of particular importance. If perpetrators attain peer attention or tangible items when they behave inappropriately, they will be more likely to engage in those behaviors in the future. BP-BPS teaches the entire school an effective 3-step response to problem behavior, encouraging them not to reinforce problem behavior, thereby putting the behavior on extinction. In addition, students will be rewarded for responding appropriately to problem behavior or intervening to

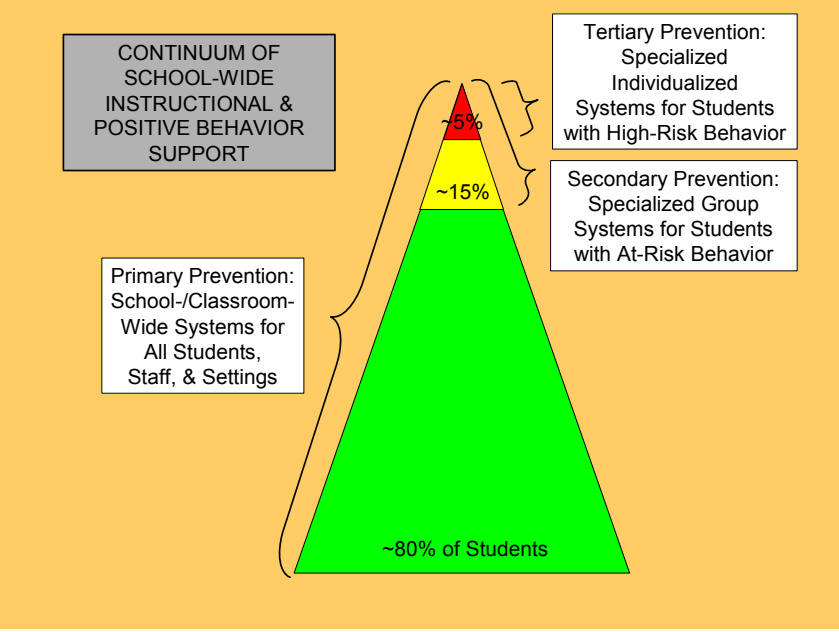
help other students in need. Finally, staff within schools that implement the program are taught a clear and simple method of responding to reports of problem behavior, thereby reducing the likelihood of future occurrences.

The Conceptual Framework Underlying BP-PBS

Positive Behavior Support

BP-PBS was designed to fit within a system of Positive Behavior Support (PBS), a prevention-focused alternative to student support that blends socially valuable outcomes, research-based procedures, behavioral science, and a systems approach to reduce problem behavior and improve school climate (Horner, Sugai, Todd, & Lewis-Palmer, 2005). With a foundation in early efforts to apply principles of behavior to life improvement for children with severe problem behaviors (Bijou & Baer, 1961; Bijou, Peterson, & Ault, 1968), PBS involves the application of behavior analysis to real world settings where children and adults struggle to maintain appropriate behavior. Through a three tiered prevention model (Walker et al., 1996), Positive Behavior Support utilizes effective strategies to create environments that support and encourage success for both teacher and student behavior (Lewis, Sugai, & Colvin, 1998; Sugai et al., 2000). See Figure 1 below for a description of the 3-tier model of behavior support.

Figure 1. Three-tier model of Positive Behavior Support (Walker et. al, 1996)



The primary tier of PBS strives to create positive, predictable environments for all students at all times of the day. This tier encourages the use of empirically-tested instructional principles to clearly teach expected, appropriate, positive behavior to all students, modeling appropriate behavior, leading them through practice in specific settings, and testing their knowledge (Colvin & Kame'enui, 1993). Effective reinforcement of appropriate and expected behaviors follows, and is instated by all staff in the school (Crone & Horner, 2003), who receive training and feedback regarding the effective implementation of the systems. In addition, reinforcement and discipline are documented through a concise, predictable, and clear continuum of consequences matched to the intensity of the problem behavior (Sprague & Horner, 2006).

The secondary tier of school-wide positive behavior support includes all of the pieces described in the primary tier with additional support given to students who are "at risk" for whom the primary tier of support is not enough. The secondary tier usually involves interventions given to small groups of children, including more reinforcement, and a more individual consideration of antecedents and consequences (Sugai, et al., 2000).

Finally, the tertiary tier of support is for students whose negative behavior patterns have been established and who fail to respond to the primary and secondary levels of intervention. For these students, behavior support is individualized based on a functional assessment of their behavior. The foundation for understanding patterns of problem behavior (Repp & Horner, 1999), functional assessment takes note of individual differences, links interventions directly to problem behavior, and increases the effectiveness of interventions (O'Neill, Horner, Albin, Sprague, Storey, & Newton, 1997).

PBS has been shown to have short and long-term beneficial effects on attachment to school, academic achievement, aggression, drug use, crime, student reports of positive reinforcement, positive referrals, decreased discipline referrals, and increased academic learning time (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999; Metzler, Biglan, Rusby, & Sprague, 2001). To date, evaluation and research studies have focused on the impact of PBS on the improvement of social and academic outcomes for all students. But even with the powerful impact it has on school systems, a small population of students remain in need of additional behavioral supports surrounding problem behavior outside the classroom, including victimization and bullying. BP-PBS was designed for these secondary

and tertiary tier students.

Bully-Prevention in Positive Behavior Support

The conceptual framework for Bully-Prevention in Positive Behavior Support lies in an effort to identify the most efficient procedures for achieving durable reductions in violent and disruptive behavior. Among the most important changes to occur in the field over the past 20 years are shifts in emphasis toward prevention as well as remediation of problem behaviors (Horner, et al., 2004). It is this emphasis on establishing preventative systems of behavior support that prompted the development of PB-PBS. Six key features of BP-PBS map perfectly onto those developed through a synthesis of research on effective implementation of school-wide PBS, making BP-PBS an ideal additional component of PBS (see figure 2 below).

Figure 2.
Six Key features of Bully Prevention in Positive Behavior Support

1. The use of empirically-tested instructional principles to teach expected behavior outside the classroom to all students.
2. The monitoring and acknowledgement of students for engaging in appropriate behavior outside the classroom.
3. Specific instruction and pre-correction to prevent bullying behavior from being rewarded by victims or bystanders.
4. The correction of problem behaviors using a consistently administered continuum of consequences.
5. The collection and use of information about student behavior to evaluate and guide decision making.
6. The establishment of a team that develops, implements, and manages the BP-PBS effort in a school.

Decreasing the frequency and preventing future incidents of bullying requires the identification of causal variables over which parents, educators, and professionals have control. Such variables are to be found outside the person: the events that reliably precede and follow problem behavior. In other words, what is needed is a functional assessment of bullying. A functional assessment is used to identify events in the immediate context that often trigger problem behavior and also events that might serve to reinforce problem behavior, increasing the likelihood that it will occur again. By this definition, the

events that trigger and maintain bullying can be observable and subject to alteration by school staff and professionals. The following 2 models depict the various elements of the BP-PBS program and the hypothesized effects on peer maintained problem behavior (see figure 3 below). The first describes an environment that promotes or sustains bullying behavior, while the second outlines the linked strategies of BP-PBS that make the maintenance of bullying less likely.

Figure 3.
Conceptual Framework of BP-PBS: Environments that promote or sustain bullying behavior and the strategies of BP-PBS making the maintenance of bullying less likely.

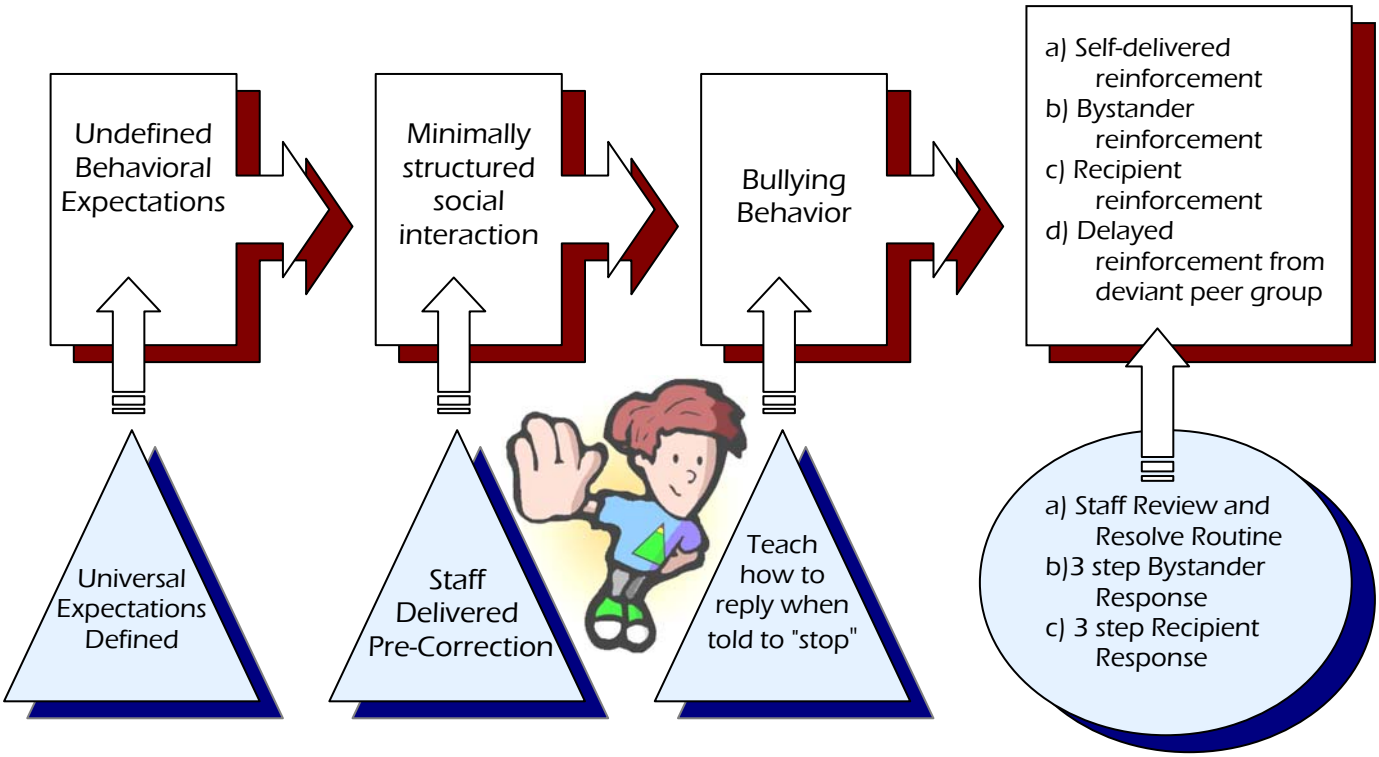


Figure 3 indicates how Bully-Prevention in Positive Behavior Support works to reduce incidents of bullying through the alteration of events that precede and follow behavior. Specifically, BP-PBS works to teach specific behaviors that will reduce the probability of bullying incidents. Research suggests that bullying behavior is frequently followed by and reinforced by peer attention or tangibles (Salmivalli, 2002; Soutter & McKenzie, 2000). Through the explicit teaching of a 3-step response to problem behavior, students learn to eliminate the reinforcement for bullying. In addition, inconsistent staff procedures for dealing with reported incidents of bullying can lead to an increased likelihood of its display in certain settings. In a study of behavioral procedures in schools, the major limitation of many discipline programs is a lack of clear procedural implementation guidelines (Chard, Smith, & Sugai, 1992).

Students who frequently exhibit problem behavior do not take long to learn what they can get away with, and with little staff consistency, these students quickly discover how to "work the system". BP-PBS eliminates this problem through specific instruction to all school staff on effective, efficient procedures for both responding to reports of problem behavior and delivering consequences. Through the implementation of these procedures, staff members build consistency regarding responses to problem behavior, thereby reducing the probability that students will attempt to work the system.

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